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ABSTRACT

The goal of these guidelines for the education of Colorado's gifted and talented students is to develop an administrative structure and management plan that will enable local districts to provide appropriate educational services to children and youth identified as gifted and talented, to assure the quality and appropriateness of those services, and to support collaborative efforts with institutions of higher education. The guidelines cover: philosophy; pertinent legislation and state rules; goal, objectives, and administrative structure; and standards for local districts' program development. The standards outline student identification, referral and assessment, program and student evaluation, personnel selection and training, record maintenance, parent involvement, and advisory committees; standards for personnel development in school districts; and additional resources for school districts, including the community, Boards of Cooperative Educational Services, and higher education. Appendices contain relevant sections of the Public School Finance Act of 1988, guidelines for use in accreditation processes, district program information, and program evaluation information.
(JDD)

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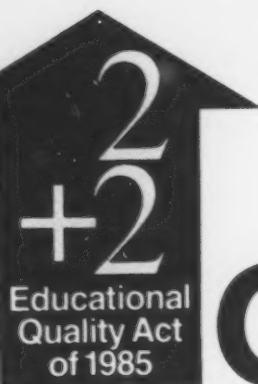
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GUIDELINES GIFTED AND TALENTED EDUCATION

Program for Educational Quality

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REVISED COLORADO STATE GUIDELINES
FOR THE
EDUCATION OF GIFTED AND TALENTED STUDENTS

Developed by

Colorado Department of Education
Gifted and Talented Education Office
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Members of the Long Range Planning Subcommittee
of the
State Gifted and Talented Advisory Committee

Approved by the State Board of Education
June 8, 1989

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY
of the
REVISED COLORADO STATE GUIDELINES
for the
EDUCATION OF GIFTED AND TALENTED STUDENTS

Philosophy:

Gifted and talented students possess abilities, talents, and learning needs that differ from their peers to such a degree that modification of their educational programs must be made if these children are to achieve in accordance with their potential.

Mission Statement:

The State of Colorado will provide to gifted and talented students the opportunity to develop their potential through a free and appropriate public education.

Goal:

The goal of the Colorado State Guidelines for the Education of Gifted and Talented Students is to develop an administrative structure and management plan which will enable local districts to provide appropriate educational services to children and youth identified as gifted and talented, as well as to assure the quality and appropriateness of those services and to support collaborative efforts with institutions of higher education.

Standards for Local School Districts Program Development:

Program details will by necessity vary among districts according to their individual situation and need. However, the Colorado State Board of Education recommends that certain basic standards exist in common among all districts, such that the unique educational needs of gifted and talented students are addressed as a matter of state policy. These are Definition, Referral and Assessment, Student Program and Evaluation, and K-12 Articulation.

Components of District Plan:

The State Board of Education recommends that each school district have a plan by which it incorporates state standards as outlined in these Guidelines and determines the means for providing appropriate educational services to gifted and talented students, K-12. It is recommended that each plan include but not be limited to the following components:

1. Rationale for programming for identified gifted and talented students.
2. A statement of local goals and objectives.
3. Procedures at all grade levels for ongoing referral and assessment resulting in appropriate services for gifted and talented students.

4. Description of Program - Comprehensive programming for gifted and talented students includes each of the following elements:

- a. advanced work in curricular areas,
 - b. guidance and counseling services,
 - c. provisions for grouping according to cognitive and affective needs,
 - d. personalized learning plan,
 - e. enriched learning activities, including the arts,
 - f. differentiated instructional strategies, and
 - g. staff development.
5. Guidelines for the selection and training of personnel serving identified gifted and talented students.
6. Procedures for the evaluation of the effectiveness of the school district's program for gifted and talented students. It is recommended that evaluation establish the impact of services on each student's education, including both processes and products related to these experiences. It is recommended that evaluation also establish the effectiveness of local district programs according to the district plan.
7. Timeline for implementation of plan.
8. Maintenance of appropriate records on individual students that provide documentation of assessed student needs, prescribed programming, and evaluation.
9. Other information as may be requested by the Colorado Department of Education.

Components of Building Level Plan:

The components of the Building Level Plan can be developed from those delineated in the District Plan.

Standards for Personnel Development for School Districts:

The State Board recommends that local districts incorporate standards into their personnel plans for gifted and talented student education.

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I. OVERVIEW

A. Philosophy:

Gifted and talented students possess abilities, talents, and learning needs that differ from their peers to such a degree that modification of their educational programs must be made if these children are to achieve in accordance with their potential.

B. Rationale:

The Colorado State Guidelines recognize that gifted and talented children are capable of high performance in one or more defined areas. Gifted and talented students may be at risk when their abilities and talents are not recognized. In order to realize their potential, they require programming that specifically addresses their needs. These Guidelines present a structure which will enable local districts to provide appropriate programming and services. These Guidelines also describe a collaborative effort among the Colorado Department of Education, the local districts, and institutions of higher education.

C. Mission Statement:

The State of Colorado will provide to gifted and talented students the opportunity to develop their potential through a free and appropriate public education.

D. Summary of Pertinent Legislation and Colorado State Board of Education Rules

1. C.R.S. 22-20-101 et seq. Colorado's Exceptional Children's Educational Act, adopted 8-12-76, last amended 4-16-87; and CCR-301-8, section 2220-R-11.00, State Board Rule, Gifted Student Programs. This act defines gifted children, describes the requirements for a submitted district plan for gifted students, specifies components of programs for the gifted, and explains reimbursement, reports, audits, and record keeping and reporting as they pertain to gifted programming. (No state funding accompanies this legislation.)
2. C.R.S. 22-26-101 et seq. Concerning the Provision of Educational Programs for Gifted and Talented Students, adopted June 6, 1985, effective July 1, 1986, by Senator Lee and Representative Paulson. This bill recognizes the obligation of the State of Colorado to provide appropriate educational opportunities for gifted and talented children. It also recognizes the fact that the regular classroom may not meet the needs of these children and therefore the purchase of appropriate services may be necessary to provide an approved program. The Rules and Regulations section includes: goals and objectives, operation of gifted and talented programs, guidelines and criteria for identification and placement, guidelines pertaining to present and future teachers, tuition assistance, and transportation assistance. The Bill also includes sections on acceptance of private donations, applications, and teacher participation. (No state funding accompanies this legislation.)

3. CCR-301-1, section 2202-R-3.13(10), Administration of the Accreditation of School Districts, adopted 12-8-74, last amended 1-20-89. This set of rules specifies that each district shall demonstrate the means by which it provides for the needs of gifted and talented students.
4. C.R.S. 22-53-101 et seq. Public School Finance Act of 1988, establishes a new method for funding public schools in Colorado. The bill also creates a Colorado Commission on Educational Quality to, among other duties, review, analyze, and evaluate the operation of the proposed funding mechanism, and to submit recommendations on the results of its review to the General Assembly. (See Appendix A.)
5. C.R.S. 22-35-101 et seq. Post-Secondary Enrollment Options Act, provides for full or part-time enrollment at Colorado's colleges and universities by high school juniors and seniors. The bill contains a mechanism for cooperative agreement between school districts and institutions of higher education, with provisions for earning high school credit, college credit, or both. Bill sponsors say the intent is to provide new and exciting academic challenges to students; and that such enrollment opportunities provide access to excellence in education.
6. Guidelines Pertaining to Gifted and Talented Student Services for Use in School District Accreditation Processes, adopted by the State Board of Education on June 18, 1987. The State Board of Education declared gifted and talented student programming a priority, and encouraged every district to use the guidelines in developing a district plan by July, 1989. (See Appendix B.)

II. STATE GOAL AND OBJECTIVES

- A. Goal: The goal of the Colorado State Guidelines for the Education of Gifted and Talented Students is to develop an administrative structure and management plan which will enable local districts to provide appropriate educational services to children and youth identified as gifted and talented, as well as to assure the quality and appropriateness of those services and to support collaborative efforts with institutions of higher education.
- B. Objectives: The objectives of the State Guidelines are:
1. To support the school districts in their development of K-12 plans according to relevant State legislation and rules.
 2. To support school districts in gifted and talented program development, implementation, and evaluation, according to their plans and in accordance with State legislation and State Board of Education rules.
 3. To provide leadership and assistance at the State level through the office of gifted and talented education at the Colorado Department of Education.
 4. To encourage and support staff development and teacher education activities at local, regional, and state levels through collaboration with institutions of higher education.
 5. To support the development, implementation, and evaluation of exemplary programs for gifted and talented students throughout the state of Colorado.
 6. To collect and share information about gifted and talented programs and promising practices at state and national levels.
 7. To establish and maintain a communication and dissemination network and to facilitate statewide cooperation and sharing.
 8. To develop and support innovative strategies for the improvement of gifted education in Colorado.

III. STANDARDS FOR LOCAL SCHOOL DISTRICTS PROGRAM DEVELOPMENT

Program details will by necessity vary among districts according to their individual situation and need. However, the State Board of Education recommends that certain basic standards exist in common among all districts, such that the unique educational needs of gifted and talented students are addressed as a matter of state policy.

- A. **State Standards:** It is recommended that all local districts incorporate the following standards into their program plans for gifted and talented student education:

1. Definitions:

"Gifted and Talented Children" means those students whose performance or the assessed potential for such performance is so outstanding that they require differentiated programming to meet their educational needs. Such performance or the potential for such performance may be demonstrated through one or a combination of the following:

- . outstanding accomplishment(s) within one or more areas of the school curricula;
- . outstanding reasoning, problem solving abilities, leadership skills, visual and performing arts, and/or creative, productive thinking abilities.

2. Referral and Assessment: It is recommended that students be referred for assessment by a variety of methods, such as parent nominations, teacher nominations, self nominations, peer nominations, scores on group tests of intelligence, product evaluations. Comprehensive and multiple criteria including tests of intellectual ability, achievement tests, teacher checklists, parent checklists, creative performance, grades, and product evaluations should be used for identification purposes. It is recommended that no student be denied the opportunity for needed programming on the basis of any one assessment criterion. It is recommended that specific plans be developed to ensure the identification of subpopulations of gifted and talented: minorities, girls, underachievers, highly gifted, and learning disabled and/or handicapped. Logical connections must be demonstrated between any diagnostic test administered, the areas of perceived educational need and programming delivered. Student learning plans based on assessed needs may be developed.

3. Student Program and Local Program Evaluation: It is recommended that evaluation criteria and a timeline for evaluation be developed and included at the time of plan/program development, and that each student's progress be evaluated on an ongoing basis to determine continued appropriateness of services and programming. It is recommended that the district program be evaluated on a summative and formative basis to determine its effectiveness, appropriateness, and relationship to local plan.

4. K-12 Articulation: It is recommended that program elements be articulated and differentiated in transition from elementary to middle or junior high school to senior high school, and that a K-12 continuum of services be offered. Although the level and types of services offered may change with transition from level to level, the needs of the students will continue to be met. It is recommended that each level's program be consistent with the district's plan and provide an appropriate environment for maximum student development.

B. **Components of District Plan**: The State Board recommends that each school district have a plan by which it incorporates state standards, follows state guidelines, and determines the means for providing appropriate educational services to gifted and talented students, K-12. It is recommended that each plan include but not be limited to the following components:

1. Rationale for programming for identified gifted and talented students.
2. A statement of local goals and objectives.
3. Procedures at all grade levels for ongoing referral and assessment resulting in appropriate services for gifted and talented students.
4. Description of Program - Comprehensive programming for gifted and talented students includes each of the following elements:
 - a. advanced work in curricular areas,
 - b. guidance and counseling services,
 - c. provisions for grouping according to cognitive and affective needs,
 - d. personalized learning plan,
 - e. enriched learning activities, including the arts,
 - f. differentiated instructional strategies, and
 - g. staff development.

(Please refer to Appendix C for more specific information.)

5. Guidelines for the selection and training of personnel serving identified gifted and talented students.
6. Procedures for the evaluation of the effectiveness of the school district's program for gifted and talented students. It is recommended that evaluation establish the impact of services on each student's education, including both processes and products related to these experiences. It is recommended that evaluation also establish the effectiveness of local district programs according to the district plan. (See Appendix D.)
7. Timeline for implementation of plan.
8. Maintenance of appropriate records on individual students that provide documentation of assessed student needs, prescribed programming, and evaluation.

9. Other information as may be requested by the Colorado Department of Education.

C. **Components of Building Level Plan** - The components of the Building Level Plan can be developed from those delineated in the District Plan. (See Section B.)

D. **Parent Involvement** - It is recommended that parents be encouraged to take an active role in the education of their gifted and talented children, and that efforts be made to provide educational programs for these parents to orient them to the district's program and to help them address the needs of their own children. It is recommended that involvement of parents be documented at the local and state levels, and that parents be encouraged to participate on advisory and steering committees at the state, district, and local school levels. It is also recommended that they be encouraged to join local and/or district parent groups supporting gifted education.

E. **Advisory Committees** - During the development and initial implementation phases of the district program, it is recommended that each school district provide for a local school advisory committee or task force composed of teachers of the gifted, parents, teachers, community members, and others whose purpose is to advise the local superintendent and school board on the educational needs of gifted and talented students. They will also periodically review the local plan and evaluate the extent to which the plan for the previous year was implemented. Following implementation, an existing committee, such as the school district accountability committee, may be used instead to review and evaluate the program.

IV. **STANDARDS FOR PERSONNEL DEVELOPMENT FOR SCHOOL DISTRICTS:** Human resources will by necessity vary among districts according to their individual need and situation. However, the State Board of Education recommends that certain basic standards exist in common among all districts regarding personnel.

A. **State Standards:** It is recommended that local districts incorporate the following standards into their personnel plans for gifted and talented student education.

Certification: Teachers working with gifted and talented students shall be certified by the state of Colorado as regular classroom teachers.

Competencies: In addition to what would be expected of any teacher, certain competencies are desired in teachers of the gifted. These competencies include, but are not limited to:

- o knowledge of nature and needs of gifted students,
- o ability to develop methods and materials for use with gifted students,
- o skill in promoting higher cognitive thinking abilities and questioning techniques,
- o knowledge of affective/psychological needs of gifted children,
- o skill in facilitating independent research and study skills,
- o ability to develop creative problem solving skills,
- o skill in individualized teaching techniques,
- o knowledge of approaches to extension and enrichment of subject area,
- o knowledge of current research in gifted education,
- o knowledge of affective and cognitive needs of special subpopulations of gifted students,
- o skill in individual counseling of gifted children, and
- o the ability to enhance parent/community relations.

Professional Development: It is recommended that teachers who work with the gifted have special training in that area. It is recommended that personnel be encouraged to take formal course work and attend local, state, and national conferences, training institutes, and forums.

B. **Local District Staffing Plan:** The State Board of Education recommends that each school district have a plan by which it incorporates state certification standards, follows state accreditation guidelines, and determines and provides the staffing necessary for appropriate educational services to gifted and talented students, K-12. It is recommended that each plan address the following tasks:

1. Direct services

- a. Coordination of district-wide gifted and talented program: A person will be responsible for developing and providing services for gifted and talented programs on a district-wide basis and plan for staff development and consultation for educators in this area. This position may be a shared responsibility for smaller districts.
- b. Teaching of gifted and talented students: Teachers will have special training in gifted and talented education and a minimum of two years teaching experience and provide direct services to gifted and talented students and the general staff.
- c. Curriculum specialization: Curriculum specialists will provide curriculum assistance to the teachers of the gifted and the general staff in order to provide appropriate differentiated curriculum for all gifted and talented students.
- d. Counseling: Counselors will provide appropriate counseling to gifted and talented students. Teachers will frequently provide such services as they are in more direct contact with the students.

2. Support Services

- a. Certificated staff: It is recommended that staff be trained in the needs and characteristics of gifted students, the affective needs of gifted children and differentiation of the curriculum. It is recommended that personnel who provide direct services to gifted children be available to certificated staff members to assist in providing specific services.
- b. Administrators: It is recommended that principals (and assistants) assist in the development of the philosophy and goals of the local gifted and talented program and provide leadership in meeting these goals. This may entail different strategies in every district.
- c. Counselors: It is recommended that counselors be trained in the specific counseling and guidance needs of the gifted and talented, and that the social and emotional needs of these students be addressed. It is recommended that career exploration and/or college counseling begin early in the school program, and that counselors participate in scheduling of appropriate educational services for all g/t students.
- d. Pupil personnel specialists and psychologists: These people provide psychological services, curriculum support materials, and home-school liaisons. They may also serve on advisory committees and/or placement committees.

V. ADDITIONAL RESOURCES FOR SCHOOL DISTRICTS

- A. **Community** - The community can offer valuable services to a local gifted and talented program by providing volunteers, experts, materials, and/or services. The State Board of Education recommends that all such involvement be recognized by the district and documented in the plan's evaluation component. It is recommended that mentors be sought from the local community, and that cooperative efforts and special programs be encouraged and actively supported by parents, business and industry, and service groups. It is recommended that volunteers and paraprofessionals be encouraged to work with the local teachers of the gifted and district coordinators to provide special services or opportunities to gifted and talented students. It is also recommended that a wide diversity of role models and career options be made available to schools and students.
- B. **BOCES** - Boards of Cooperative Educational Services. The Colorado State Board of Education recommends that the BOCES be encouraged to integrate gifted education into their support services. Through the use of special consultants, curricular materials, and staff development programs, information can thus be disseminated to the smaller and/or outlying districts in this state. BOCES personnel can provide special assistance to teachers of gifted students in districts that cannot fund a Coordinator or other special personnel.
- C. **Higher Education** - Higher education institutions play a unique role in that they can directly serve the student through early entrance, college courses in high school, Saturday and summer programs, concurrent enrollment, and mentorships. They can also directly serve the teaching staff and administrators by providing workshops and courses in gifted and talented education. It is recommended that such cooperative programs and services be sought and supported by each local district as the higher educational facility may be able to provide services that the local district cannot. The various institutions of higher education in Colorado play a critical role in the preparation and retraining of educators (teachers, counselors, and administrators) who work with gifted and talented students.

VI. APPENDICES

A. House Bill 1341

B. 1987 Guidelines Pertaining to Gifted and Talented Student
Services for Use in School District Accreditation Processes

C. Educational Services

Differentiated Curriculum and Instructional Strategies

Specialized Staff Development

D. Evaluation of Student Services

Evaluation of Local District Program

APPENDIX A

Public School Finance Act of 1988
(House Bill 1341)
Pages 41-42

22-20-102.5. Legislative declaration - identification of gifted children.

The general assembly hereby finds and declares that traditional assessment methods currently used do not adequately identify some gifted children, including those who are economically and culturally disadvantaged and those who are handicapped; and that the state board, the department, and every administrative unit are encouraged to give the highest priority to the identification of such gifted children and to the development of educational programs which include such gifted children.

22-20-104.5. Plan for academic excellence - inclusion of gifted children - cooperation.

(1) Administrative units may develop and implement a management plan for excellence in education which shall include the education of gifted children. Any plan developed and implemented pursuant to the provisions of this section shall satisfy any criteria for accreditation which have been established by the state board. No management plan shall be implemented by an administrative unit unless adequate funding is provided for such implementation.

(2) Institutions of higher education which are located within the state are encouraged to work with the administrative units, the state board, and the department to provide staff development and in-service opportunities to support such management plans specified in subsection (1) of this section.

22-20-105.5. Statewide information and communication network.

(1) The department shall establish a statewide information and communication network in order to promote excellence in education for all students in public schools, including gifted children.

(2) This section is repealed, effective July 1, 1993, unless the general assembly acting by bill continues said section.

SECTION 5. 22-20-104, Colorado Revised Statutes, as amended, is amended BY THE ADDITION OF A NEW SUBSECTION to read:

22-20-104. Administration.

(7)(a) In order to implement the provisions of sections 22-20-102.5, 22-20-104.5, and 22-20-105.5, the state board and the department of education may, at their discretion, provide for such personnel as deemed necessary for such purposes.

(b) The department shall submit an annual report to the general assembly prior to January 15 of each year as to the implementation and effects of the sections specified in paragraph (a) of this subsection (7), including the amount of funds spent by the department for such purposes.

APPENDIX B



MEMORANDUM

COLORADO DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
DENVER, COLORADO 80203

DATE: July 9, 1987

TO: Superintendent - Colorado School Districts

FROM: Arvin C. Blome - Assistant Commissioner, Office of Federal
Relations and Instructional Services *Arvin*

SUBJECT: Guidelines Pertaining to Gifted and Talented Student Services
for Use in School District Accreditation Processes

The State Board of Education on June 18, 1987 approved the attached Guidelines for use by Colorado school districts in meeting the Accreditation Rule pertaining to the provision of services for gifted and talented students.

Further, the Board declared gifted and talented student programming as a priority and encouraged every district to use the Guidelines in developing a district Plan by July 1989.

The Colorado Department of Education is pleased to provide the local district assistance as they continue to develop their individual programming for gifted and talented students. If you need any technical assistance in this process, please call Jerry Villars at 866-6765.

ACB:gp
Encl.

GUIDELINES PERTAINING TO GIFTED AND TALENTED STUDENT SERVICES
FOR USE IN SCHOOL DISTRICT ACCREDITATION PROCESSES
July 1987

Gifted and Talented Student Services

Definition "Gifted and Talented Children" means those students of outstanding performance or the assessed potential for such performance whose abilities, talents, and potential for accomplishment in one or more areas of endeavor are so outstanding that they require programming appropriate to meeting their educational needs. Outstanding performance or the potential for such performance may be demonstrated through one or a combination of the following:

outstanding accomplishment(s) within one or more areas of the school curricula (e.g. math, science, language arts, social science, the fine arts, the practical arts)

outstanding reasoning, problem solving abilities, leadership skills and/or creative, productive thinking abilities.

Development of a District Plan. Each school district should have a Plan by which it determines the means for providing appropriate educational services to gifted and talented students, K-12. Each Plan should include the following:

A Rationale for Programming services which contains the district's statement of philosophy or mission statement justifying the need for such services for identified gifted and talented students.

Program Description. Each district should provide a description of its program components indicating how it will seek to respond comprehensively to the needs of identified gifted and talented students, K-12.

Procedures for Referral. Pursuant to these Guidelines a student in the district may be referred by him/herself, teacher(s), school administrator(s), parent(s), other students, or other concerned adults. Such requests should be in writing to a designated party or parties and may be made at any time. This procedure ought to be made accessible to any person, association, or agency having an interest in the education of the student.

Procedures for Assessment and Identification. Comprehensive and multiple criteria should be used in determining whether the referred student does indeed demonstrate outstanding performance or the potential for such performance. Procedures for testing should conform to existing school district regulations.

Methods of Assessment are:

Comprehensive, if they are sufficiently broad to assess all children who may come within the description of students identified as gifted and talented (including those who are economically disadvantaged, handicapped, or culturally different) and who are in the geographic area to be served by the program; and

Multiple, if they involve not fewer than three means of assessment. Such criteria may include, but not be limited to:

I Demonstrated Accomplishments:

- a. Academic History
- b. Anecdotal Records
- c. Autobiographical Inventories
- d. Extra-curricular Performance
- e. Products of Outstanding Quality

II Diagnostic Data:

- a. Tests of Ability and Aptitude
- b. Tests of Achievement
- c. Behavioral observations of student performance in varied settings over time
- d. Assessment(s) of student learning style, behavioral/ self-concept inventories, peer inventories, and social-emotional development
- e. Assessment of student performance in various learning/ instructional settings (e.g. mastery, inquiry, creativity, cooperative, individualized, experiential)

The District should document that:

- A. different combinations of the criteria have been used in the assessment of individual students and that at least three criteria have been employed in the assessment and validation of any student's needs and/or accomplishments
- B. no student has been denied the opportunity for needed programming on the basis of any one assessment criterion
- C. a logical connection has been demonstrated between any diagnostic test administered and the area of perceived educational need and/or accomplishment

Parent-Student Involvement in Service Decisions. The district Plan should indicate how the district may provide for the involvement and notification of parents whose children have been assessed for gifted and talented student services.

Service Characteristics. Services for identified gifted and talented students should include but not be limited to:

Curricula appropriate and challenging to the student's total development and directly responsive to the student's assessed strengths and needs; instructional methodologies and resources that respond to individual learning styles or abilities of identified gifted and talented students; flexible instructional strategies specifically directed toward meeting the student's individual educational needs.

Educational Services. Suggested services for identified gifted and talented students may include but need not be limited to:

Content Acceleration - Acceleration in those areas of study which describe a continuum of study or sequence of skills in some hierarchical relationship.

Grade Level Acceleration - Moving students of outstanding performance ahead at least one grade level. [This strategy should be used selectively and may best apply in such circumstances as early admission to school for a bright pre-school child or where the student is entering a new school district or for early admission at the university level.]

Resource/Action Learning Centers - Learning areas created for active student involvement with materials usually reflecting a subject area focus (math, science, social science, language arts, tele-communications and/or computer lab or combinations thereof). A laboratory setting designed to stimulate curiosity, broaden student knowledge and interests; students working together or independently on pursuits of their choosing; and through "contracting agreement" with advisor-teacher.

Mentorships - One or more students working with a qualified adult or other student on a regular basis matching identified student needs and interests in an area of study with a person having particular expertise in that study area.

Curriculum Compacting - A strategy enabling the able student to complete required learning objectives in a shortened period of time. Required work and the conventional time allotted may be abbreviated; normal practice assignments may be reduced; students may "test out" of particular units of study. The time saved through "compacting" may be invested in advanced study or enrichment activities.

Independent Study - Opportunities for the student to engage in exploratory study or pursue closely defined indepth projects individually or with other gifted students.

Special Advanced Courses - Opportunities for the student to engage in a specialized area of study requiring a high degree of academic rigor.

Executive Internships - Opportunities for the student to work and learn "on-site" in a field of study or practicum relationship with a mentor (business, the arts, the professions, industry); the study effort represents an advanced learning opportunity for the student of demonstrated or potential talent and is not to be confused with any general work program aimed solely to earn money while attending school.

Peer Tutoring - Opportunities for students to assist other students in learning and to play a challenging active leadership role in the instructional process.

Task Grouping - A strategy encouraging the application of varied learning settings for specific task needs of gifted and talented students.

Cross-age Grouping - The opportunity for a student to work in an advanced grade level setting with one or more students sharing a similar readiness for the learning task and performance expectation.

Summer Programs - Learning experiences made available during the summer within the school district or elsewhere by other agencies and designed to serve specific educational needs (both cognitive and affective) of gifted and talented students.

Program Evaluation

Evaluation of services provided to the identified gifted and talented student should seek to establish the impact of those services on his/her education including both processes and products related to the experience(s).

Documentation should include but not be limited to:

Student appraisal of the experience(s) provided

Student products

Parent(s) appraisal of the experience(s) provided to their child

Teacher(s) appraisal of the student's accomplishment

The appraisal by others providing special services to the student

APPENDIX C

The Colorado State Board of Education recommends that each district provide a description of its program's multiple components, indicating how the program will seek to respond comprehensively to the needs of identified gifted and talented students, K-12. The multiple components making up the program will include but not be limited to advanced work in curricular areas, specialized guidance and counseling services, provisions for grouping according to cognitive and affective needs, enriched learning activities, differentiated instructional strategies, and specialized staff development.

It is recommended that **Educational Services** demonstrate a differentiated program for gifted and talented students; the type and extent of these services will be determined by the local school district. Some frequently used services, grouped by component, are as follows:

A. Advanced Work in Curricular Areas:

1. content acceleration
2. grade level acceleration
3. concurrent enrollment
4. independent study
5. college courses
6. correspondence courses
7. summer programs
8. mentorships and shadow studies
9. internships and apprenticeships
10. advanced placement classes/honors classes
11. seminars

B. Guidance and Counseling Services:

1. career counseling
2. seminars
3. college counseling
4. training in group work
5. needs and characteristics of giftedness

C. Provisions for Grouping According to Cognitive and Affective Needs:

1. multiple or cross age grouping
2. learning centers
3. peer tutoring
4. advanced placement classes/honors classes
5. seminars
6. resource rooms
7. clustering
8. clubs
9. counseling and advisement groups

D. Enriched Learning Activities:

1. community service
2. preschool primary programs
3. mini-courses
4. learning centers
5. competitions
6. resource rooms
7. pull-outs
8. Saturday and summer programs
9. arts programs
10. exploratory experiences
11. support groups

E. Differentiated Instructional Strategies

1. early entrance to kindergarten
2. differentiated curricula and curriculum models
3. resource rooms/learning centers
4. compacting
5. testing out
6. telescoping
7. credit by examination
8. clustering
9. student directed learning experiences
10. inquiry activities
11. team teaching
12. critical and creative thinking, problem solving, research modeling
13. interdisciplinary topics
14. integrating cognitive and affective theoretical models

F. Staff Development Themes

1. characteristics and needs of gifted children
2. psychological aspects of giftedness
3. psychosocial abilities
4. counseling of the gifted
5. curriculum modification
6. identification and programming options
7. affective education
8. special populations
9. effective collaboration with parents
10. evaluation
11. instructional strategies of working with gifted

Differentiated curriculum and instructional strategies - It is recommended that programs for the gifted and talented provide a qualitatively differentiated curriculum. A differentiated curriculum embodies a level of cognitive and affective concepts and processes beyond those normally offered in the regular curriculum.

Instructional strategies must also be developed which accommodate the unique learning styles of the gifted and talented. It is recommended that such strategies include flexible administrative arrangements for instruction both in and out of school. Students must be given the opportunity to learn more, in both quantitative and qualitative terms.

It is recommended that programs emphasize: accelerated or advanced content that matches the students' mental ages; learning experiences which require higher level thinking, research, and problem solving skills; content that is related to broad based issues, themes, or problems; abstract ideas, theories, and concepts within the content areas that require critical thinking to give them meaning; and the development of students' understanding of themselves, their abilities and how to use them; and the varying abilities of others.

Instructional strategies ensure development and practice of research skills; provide ample learning options such as team teaching, resource rooms/learning centers, compacting, telescoping, and testing out; encourage student directed learning experiences and independent studies; accommodate divergent and creative learning styles; teach and practice inquiry, critical thinking skills and problem solving techniques; and integrate cognitive and affective theories and experiences.

Specialized Staff Development

- a. Preservice: The State Board recommends that newly certified teachers be expected to have had a basic, introductory course(s) in gifted education in their preservice training programs.
- b. It is recommended that Inservice courses in educating the gifted be offered each year in the local school districts as part of the total inservice program, and that special workshops be provided using the services of outside consultants, regional consultants, or cadre personnel. It is recommended that areas to be covered include but not be limited to: Nature and Needs of the Gifted; Counseling of the Gifted/Psychological Aspects of Giftedness; Affective Education for the Gifted; Identification of and Programming for Special Populations; Curriculum and Instruction for the Gifted and Talented; Creativity; and Current Issues in Gifted Education. It is recommended that all teachers have a solid background in gifted education as most gifted and talented children will be placed primarily in regular education classrooms at the local level. It is also recommended that personnel who provide resources and consultant services to these teachers be well versed in all areas of gifted education and research and have a background of approved graduate work in gifted education.
- c. Administrators: It is recommended that all administrators (principals, supervisors, pupil services personnel, etc.) receive workshop training in: the nature and needs of gifted and talented children; program planning, implementation, and evaluation of gifted programs; and identification of gifted and talented students. It is also recommended that administrators, following training, participate on all committees pertaining to gifted programming and evaluation. In order to lead effectively (as indicated in the effective schools literature), administrators need to be trained in the characteristics, needs, and education of gifted and talented children. Given that the needs of gifted children differ from those of other children and that the teachers of gifted children must serve those needs in ways that differ from those used in the regular classroom, evaluation of these teachers by administrators or other supervisors necessitates training in and familiarity with the basic concepts of gifted education.
- d. Counselors: It is recommended that counselors be trained in the special social and emotional needs of gifted children, their siblings, and their parents. It is recommended that time be allotted for counselors to interact with groups of gifted students in a preventative model to deter dropout, underachievement, social/emotional problems and suicidal ideation. It is recommended that they provide information related to career explorations, higher education options and scholarship opportunities as appropriate throughout the entire educational experience; and that counselors also be aware of special programs or enrichment opportunities, mentorships, internships and other community services available to gifted students.

APPENDIX D

EVALUATION OF STUDENT SERVICES:

The Colorado State Department of Education recommends that documentation include but not be limited to: student evaluation, student product evaluation, parent evaluation, teacher(s) evaluation, appraisal by others providing special services to the student and any others deemed necessary or appropriate.

STEPS FOR THE EVALUATION OF LOCAL DISTRICT PROGRAM:

1. Gather information about the gifted and talented program;
2. Interview decision makers: teachers, administrators, and others;
3. List the purposes of the program and determine research questions to be asked in the evaluation;
4. Collect data using a variety of methods such as: interviews, questionnaires, observations, records, documents, finance records, and evidence of student growth; and
5. Analyze findings and make appropriate changes.